



MASTER OF ARTS IN TEACHING PROGRAM

PRACTICUM GUIDELINES

FOR

2010-2011



GRADUATE TEACHER EDUCATION

PRACTICUM GUIDELINES

PRACTICUM REQUIREMENTS: For students *entering* the program after July 1, 2006

Beginning July 1, 2006, students will be required to have a total of 2 credit hours of practicum/field experience, ED 510, 511, 512, and 513.

Students “enrolled” prior to July 1, 2006 are exempt from ED 510, 511, 512, and 513. These students may opt to enroll if they so choose. Returning students will complete a 35 hour practicum for each semester they are enrolled in the program.

Please consider the following when registering for these credits:

- If a student expects to be in the program for at least two academic years, register for .5 each semester. This will follow the same approach to the practicum experience as in the past, 35 hours per semester, offering an on going experience in the classroom.
- If a student anticipates finishing the program in a shorter time period, she/he may need to register for *1 full credit* (70 clock hours of field experience per semester) in order to complete the full practicum requirement.

Students can register for practicum over four semesters at .5 per semester. Each .5 is awarded for 35 clock hours in the practicum placement. Students must complete a total of 2.0 practicum credits, 140 hours. (Returning students will complete a 35 hour practicum for each semester they are enrolled in the program and will not enroll in ED 510, 511, 512, 513).

Practicum Description

The practicum experience is designed for MAT students who are preparing to teach as a career. This experience provides them with an opportunity to observe and assist teachers in the classroom. **Students will be expected to complete a minimum of 140 clock hours in the total practicum experience**

The practicum affords MAT students the opportunity to become familiar with the dynamic culture of schools and classrooms. It acquaints them with curriculum, teaching strategies, and the organizational and management features of the classroom. MAT students will learn more from the practicum experience if they actively assist in the classroom. The student should confer with the cooperating teacher regarding any graduate course assignments to be completed in the practicum setting and plan with the teacher on how the MAT course assignments can best be accomplished.

Who must complete the practicum requirement?

- All students who are seeking the initial teaching license must complete the practicum requirement.
- **Certified teachers** seeking new endorsement area must complete **150 hours** of practicum in the area of new endorsement.

PRACTICUM OBJECTIVES

Students will:

- Learn the roles and responsibilities of school personnel.
- Experience the nature of classroom life.
- Perceive the influence of events in the student's life outside of the classroom that impact her/his performance in school.
- Comprehend the day-to day realities of the classroom.

LEARNING ACTIVITIES AND EVALUATION

1. Complete and submit the Practicum Placement Request Form by the published due date..
2. Keep a reflective journal of each experience in the classroom. **At the end of the semester, submit the *reflective journal form* to the MAT office and your advisor. The form will become part of your student file. Check with your advisor to see if she/he wants a copy of your daily journal notes.**
3. **Submit to the MAT office, a copy of the practicum clock hour form and the cooperating teacher's evaluation form for each 35 practicum hours of experience.**

COURSE EVALUATION

Grades will be awarded on a Pass/ No Credit (P/NC)

- Final Reflective Journal – 60%
- Clock Hour Form - 10%
- Cooperating Teacher's Evaluation – 30%

Students who are not required to fulfill the requirement for practicum or the practicum journal are as follows:

1. Students who are licensed public school teachers in Virginia or another state, and who taught at least one year out of the past five in a public school classroom.
2. Students who are currently teaching and who hold current Virginia teaching license.
3. Students who are classified as “special students”

Students in these categories may be required to complete certain course assignments in the context of a classroom setting. Where applicable, these students may need to make their own arrangements to be guests in a classroom in order to complete course assignments.

Guidelines for Reflective Journal Writing

During each semester of practicum, the student is expected to keep a reflective journal of each experience in the classroom. **At the end of each semester, submit the reflective journal form to your advisor and submit a copy of the reflective journal form and clock hour form to the MAT office.**

- Student should maintain a journal of each practicum experience.
- For each day of the placement, a summary description should be written
- Reflections of the practicum experience should address the **8 (eight)** areas, **A-H**, listed under “Questions to Frame Practicum Journal Reflections”.
- **Write reflections of the practicum experience by comparing and analyzing observation and activities with MAT course work. What seems similar and congruent, what does not? How does the dynamic complexity of real students in a real class alter your perspective and understandings? Compare what the cooperating teacher is doing to help children learn subject matter or skills with what the MAT teaching teams are doing to assist graduate student learning. What insights are being gained?**

When observations are framed by the questions “*how*” and “*why*” attention is focused on making sense of something rather than simply noting that is occurred.

QUESTIONS TO FRAME MAT PRACTICUM JOURNAL REFLECTIONS

A. Classroom routines

- What procedures are established for beginning class, ending class, using materials, taking attendance, leaving class, cleaning up?
- How is the furniture arranged to avoid disruption?
- What transition techniques are used to change activities?

B. Group patterns, attention to individual needs

- How are student learning needs pre-assessed?
- How is assessment information used to determine students’ learning strengths and needs?
- How are course content and instructional strategies adjusted for different student needs?
- How and for what purposes are large group, small group, and individualized instructional strategies used?
- How are opportunities for student choice and self-directed learning provided?

C. Instruction

- How does the teacher organize materials for instruction?
- What strategies does the teacher use to monitor student attention during a lesson?
- How does the teacher convey objectives to the students?
- What strategies does the teacher use to help students grasp complex ideas and skills?
- How are lessons in a unit sequenced?
- What strategies does the teacher use to provide corrective feedback to students?
- How does the teacher use variety in instructional activities?

D. Critical Thinking

- How do lessons and activities encourage critical thinking and problem solving?
- How does the teacher's questioning techniques and class projects promote creative thinking?
- How are students encouraged to generate investigative questions?

E. Evaluation

- How is testing related to instruction?
- How is assessment used to determine need for further instruction?
- How is assessment used to document mastery of objectives?
- What are some different kinds of assessment you have observed or used with students?

F. Teacher-Student Rapport

- How does the teacher build and maintain rapport with students?
- Which expressions and gestures are most encouraging and effective?
- How are opportunities for success provided for each student?

G. Management and Student Behavior

- How are expectations for behavior, routines, and learning explained?
- How is appropriate behavior encouraged?
- How does the teacher react to inappropriate behavior?
 - How are verbal and nonverbal techniques used to cue appropriate behavior?
- What strategies does the teacher use to prevent problems?

H. How is this experience changing your beliefs about, expectations and intentions for teaching?



EXPECTATIONS FOR PRACTICUM STUDENTS:

- **BE PUNCTUAL!** Allow plenty of time for travel and parking.
- Always report to the school office upon arrival.
- Be courteous and respectful to everyone.
- Professional Appearance: Wear clothing that is appropriate for a future educator. *Body art and piercing*, with respect to the importance of individuality, are not always appreciated or appropriate in the school setting. Your professional appearance is a reflection on the education program at Mary Baldwin College. Inappropriate clothing, jewelry or hair calls attention to itself and can distract students from learning. ***A teacher's job is to facilitate learning.***
 - * For women, dresses, skirts and professional-looking slacks are appropriate. For men, professional-looking pants and shirts and ties are reasonable expectations.**Exceptions to this policy are made for workdays and when schools celebrate theme day and everyone at the school is asked to dress in a particular theme dress.**
- If you are unable to make your scheduled visit, please contact the cooperating teacher.
- Take the initiative to help and attend to any need the teacher or students may have. Ask the teacher for guidance in what is expected in this area.
- Place school duties ahead of personal wishes and accept responsibilities which are a necessary part of the teaching profession.
- Avoid unfavorable criticism of the participating school, cooperating teacher and community, except to the proper officials.
- Respect confidentiality, do not solicit or share inappropriate information.

Suggested Practicum Activities

- Circulate to assist when students are working independently either in groups or individually. Make sure cooperating teacher approves of you participating in this manner.
- Read to students.
- Listen to students read.
- Assist with management routines (e.g., setting out materials, checking student work), preparing instructional aids (e.g., bulletin boards, manipulatives, learning centers, reference materials and/or demonstration equipment), etc.
- Help with student make-up work.

***Although you begin as a listener and observer, you are expected to show initiative in terms of getting involved in routine activities and interacting with the students.**

***At all times and in all situation, be a professional.**

TO: Cooperating Teacher

As you prepare to welcome the MAT student into your classroom, it may be helpful for you to know that the Master of Arts in Teaching Program stresses the “inquiry” method of teaching and learning. When teaching through inquiry, teachers use techniques such as skillful questioning, discussion, and problem solving to encourage discovery or inquiry learning. The basic assumption is that student learning is more meaningful and more usable when students seek out and discover knowledge rather than just being receivers of knowledge. The teacher’s role in such a classroom is to provide an environment and experiences through which students are encouraged to ask questions, pursue answers, and communicate their learning with others.

It is our hope that you will enjoy working with this MAT practicum student. For some, this will be their first experience in a class since they were students themselves. For others, this will be an extension of their undergraduate education in becoming a teacher. Some MAT students are recent career changers and are making a huge commitment to their new endeavor of becoming an educator. *Please take the time to get to know your individual Master of Arts in Teaching Program student.*

SUGGESTIONS:

- Review the MAT Program practicum handbook with this student.
- Introduce the student to your class and colleagues.
- Share a copy of your class schedule with this student.
- Encourage this student to become involved in “classroom life” as soon as possible.
- Share planning resources to increase MAT student’s awareness of the planning process.

Forms: At the end of the 35 hour practicum placement, please complete the observation evaluation form and mail it to the MAT office. Also, please sign the student’s clock hour form verifying her/his completion of this practicum placement.

Thank you for your help and support.



MASTER OF ARTS IN TEACHING PROGRAM

PRACTICUM FORMS

- **Reflective Journal Form**
- **Evaluation of Professional Qualities**
 - **Clock Hour Form**



GTE/MASTER OF ARTS IN TEACHING PROGRAM
EVALUATION OF PROFESSIONAL QUALITIES

MAT Student Name: _____

Name of Teacher: _____

School: _____ Grade Level/Subjects _____

Semester: Fall _____ Spring _____

Year

Year

ED 510 ___ **ED 511** ___ **ED 512** ___ **ED 513** ___

Please use the following scale to evaluate this practicum student:

5=Excellent **4=Good** **3=Satisfactory** **2=Unsatisfactory** **1=Not Observed**

Qualities

Comments

___ Integrity/Honesty _____

___ Enthusiasm for teaching _____

___ Dependability and Punctuality _____

___ Attitude toward learning _____

___ Interactions with students _____

___ Initiative/Resourcefulness _____

___ Maturity/Responsibility _____

___ Ability to deal with criticism _____

___ Emotional ability/Equilibrium _____

___ Personal Appearance _____

___ Sense of Humor _____

___ Potential as Prospective Teacher _____

Teacher's Signature

Date

Please return this evaluation to Ashley Cole-Virani, Coordinator of Field Placements, Graduate Teacher Education, Mary Baldwin College, PO Box 1500, Staunton, VA 24402.

If you have any questions, please contact Susan Britton at acolevirani@mbc.edu, 540/887-7186.



**Graduate Teacher Education/MASTER OF ARTS IN TEACHING
PROGRAM
PRACTICUM CLOCK HOURS FORM**

Name of MAT Student: _____

Placement: School _____ Grade Level _____ Sp.Ed. _____

Teacher: _____
 Fall _____ Year _____ Spring _____ Year _____ **ED 510** _____ **ED 511** _____ **ED 512** _____ **ED 513** _____

MINIMUM 35 HOURS PER SEMESTER

Week	Date	Observation	Preparing Materials	Working w/ Students	Presenting a Lesson	Total Hours
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						

Total Number of Hours Student Completed _____

Cooperating Teacher's Signature

Date

NOTE: Return completed form to: Ashley Cole-Virani, Coordinator of Field Placements
 GTE/ Mary Baldwin College
 PO Box 1500
 Staunton, VA 24402